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Guidance

# Optional key stage 1 test administration guidance

Updated 13 March 2024

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# 1. Introduction

End of key stage 1 (KS1) national curriculum tests are non-statutory from the 2023 to 2024 academic year. The Standards and Testing Agency (STA) intends to continue to develop and supply guidance and materials for optional end of KS1 tests. These will include optional tests for English reading, English grammar, punctuation and spelling and mathematics.

The tests are developed using [test frameworks](#) and are designed to be administered under test conditions to ensure their validity. As the end of KS1 tests are now optional, schools can choose to administer them how they see fit, or not to use them at all. However, if schools choose to administer the optional tests under test conditions, we recommend that they follow this guidance to ensure pupils can access the tests as intended, without advantaging or disadvantaging any pupils.

This guidance provides information for schools administering the optional KS1 national curriculum tests in 2024, and wishing to do so under test conditions. The instructions below assume that you are doing so. The information expands on section 6 of the [2024 optional KS1 tests guidance](#).

This guidance ensures schools can:

- understand the requirements for the optional KS1 tests
- plan for the tests
- receive and securely store test materials
- administer the tests under test conditions
- mark the tests
- convert raw scores into scaled scores
- use the results of the English reading and mathematics tests to inform teacher

## assessment judgements

Test administration instructions are included with all test packs. There are separate instructions provided for the standard, modified large print and braille versions of the tests. [Modified test administration guidance](#) is also available. Schools may also want to use [practice test materials](#) to help prepare for the tests.

As these assessments are optional and will not be used for reporting purposes, we will not investigate any allegations of maladministration.

# 2. Changes for 2024

## 2.1 Assessments at the end of KS1

Following the government's response to the [2017 consultation on primary assessment](#), the Department for Education (DfE) announced on 20 July 2022 that assessments at the end of KS1 would become non-statutory from the academic year 2023 to 2024.

The reception baseline assessment (RBA) will replace the end of KS1 assessments as the baseline for cohort level primary progress measures. The RBA became statutory in the academic year 2021 to 2022, and the reception cohort from that year will reach the end of KS1 in the academic year 2023 to 2024.

Maintained schools and academies will receive paper copies of the 2024 KS1 tests for all subjects unless they declined test papers before the deadline of Friday 17 November 2023, using the [Primary Assessment Gateway \(PAG\)](#). All schools, including those who declined test materials, will still be able to download the materials from the PAG from Wednesday 1 May. We will also continue to make the end of [KS1 teacher assessment frameworks](#) available for optional use.

The aim of the optional assessments is to give schools access to test papers to support in the measurement of pupil achievement and to help identify where their pupils need additional support as they transition into key stage 2 (KS2). The tests can also be used to inform teacher assessment judgements using the optional teacher assessment frameworks.

The government encourages schools to administer the optional tests and teacher assessments, but there is no requirement to use them or report results to parents or local authorities. They will also not be used for school accountability purposes. Schools who do not use the optional tests and teacher assessments do not have to report this to STA.

## **2.2 Delivery of the optional KS1 test materials**

Schools will receive optional KS1 standard test materials, including any modified test orders, in the week beginning Monday 22 April.

# **3. 2024 optional key stage 1 tests**

The optional KS1 tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions

Schools will receive optional test materials, including any modified test orders, in the week beginning Monday 22 April.

Additional optional KS1 test materials and mark schemes will be available for schools to download from the PAG from Wednesday 1 May. Raw score to scaled score conversion tables and compensatory marks for spelling will be available to download from the PAG from Thursday 16 May.

Schools that require modified versions of the tests and did not place a test order by Friday 17 November 2023 should contact the national curriculum assessments helpline on 0300 303 3013.

## 3.1 Test administration period

The tests are designed to be taken at the end of the KS1 programme of study. We suggest that schools administer the tests during May, to help inform the support schools can give to pupils on their transition to KS2 ahead of time. Schools may choose to administer the tests to the whole cohort on specific days, or to the whole class, smaller groups of pupils, or on an individual basis, over different days. If administering under test conditions, pupils should complete each test paper on the day they start it and only be allowed to take each test once.

Important dates relating to the optional KS1 tests are published in section 3 of the [optional KS1 tests guidance](#) and the downloadable [KS1 assessments calendar 2024 \(205KB\)](#).

## 4. Preparing test administrators

Schools may choose to administer the optional KS1 tests under test conditions and, if doing so, headteachers should consider the staff resource required to administer the tests.

Internal arrangements should also be in place in case a pupil needs to leave the test room - for example, if they are disruptive or begin to feel unwell.

Test administrators will usually be headteachers, teachers or teaching assistants. They should be trained in how the tests will be administered. This will help to avoid misunderstandings about test administration and misinterpretation of valid access arrangements or assistance.

We encourage schools to hold training sessions for those involved in administering the optional KS1 tests. Before administering the tests, test administrators should familiarise themselves with this guidance and with:

- section 6 of the [2024 optional KS1 tests guidance](#)
- [past test papers](#)
- which test is administered on each day, as detailed in the school's optional KS1 test timetable
- the [optional KS1 tests: access arrangements guidance](#) and those pupils needing arrangements
- test administration instructions provided with the test materials, including:

- what equipment is required for a particular test
- the length of the test
- what assistance is allowed for each test
- [notes for readers in the English grammar, punctuation and spelling tests](#), which gives guidance on how particular question types should be read

## 5. Receiving and storing test materials

We will deliver materials to school addresses taken from [Get Information about Schools \(GIAS\)](#), so you should ensure your school's details are up to date by logging into GIAS via [DfE Sign-in](#).

Schools will receive optional KS1 test materials, including any modified test orders, in the week beginning Monday 22 April.

Please contact the national curriculum assessments helpline on 0300 303 3013 if:

- you have not received your standard or modified test materials by Friday 26 April
- a delivery is incomplete
- test packs are unsealed or damaged on arrival

We may ask you to send a photograph of any damaged packages.

To help maintain the integrity, security and confidentiality of the tests for those schools administering under test conditions, we ask that all schools treat all optional KS1 test materials as confidential from the point they arrive in school, or are downloaded, until Monday 3 June. This includes unused test papers and electronic versions downloaded from the PAG.

## 6. Preparing to administer the tests

### 6.1 Access arrangements

If administering under test conditions, test administrators should have a list of pupils requiring access arrangements and follow the [optional KS1 tests: access arrangements guidance](#).

Schools do not need to request permission to use access arrangements in the optional KS1 tests, but you should ensure that any arrangements used do not advantage or disadvantage individual pupils. If the school chooses to administer the tests under test conditions, the support provided should be primarily based on normal classroom practice.

We encourage you to explain to parents and pupils what support is allowed in the tests.

## 6.2 School based adaptations

Electronic copies of test materials will be available to download from the [PAG](#) from Wednesday 1 May. Schools can prepare adaptations or modify the printed test papers in order to:

- provide pupils with test materials on coloured paper
- make enlarged copies of the tests - for mathematics test papers, the test administration instructions will provide guidance if there are questions unsuitable for enlargement
- prepare translations (for the mathematics tests only)

## 6.3 Preparing test rooms

If administering under test conditions, we suggest schools prepare the test rooms to provide a quiet space for pupils. If you support a pupil with an access arrangement that may disturb or aid other pupils, we suggest administering the tests to those pupils in a separate room.

To prepare any rooms where tests will take place, we encourage:

- removing or covering any displays or materials that could help pupils, including items that could help in the spelling test
- ensuring seating arrangements allow all pupils to work quietly and independently

- ensuring pupils will not be able to view each other's test papers

## **7. Administering the tests under test conditions**

### **7.1 At the start of a test**

Headteachers and test administrators can agree their own timetable for the optional KS1 tests, considering any pupils requiring access arrangements. It is at your discretion to choose when, or if, a pupil requires a break during the test. You also have the discretion to decide whether it is appropriate to stop the test early.

If a pupil is not in a fit physical or mental state to take the test, we encourage you to administer it to them on a different day.

You should open the test packs in the rooms where they are administered, in front of the pupils who are taking the test in the first sitting. Unused test papers from an opened pack may then be used for subsequent administrations - for example, if a group of pupils takes the test and another group is going to take it on a different day. There is no need to open a new test pack for each test administration.

Each subject has 2 papers that we suggest are administered in order, but they do not need to be administered on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. If administering under test conditions, pupils should complete each test paper on the day they start it and only be allowed to take each test once.

From the moment the test pack has been opened, or the test materials have been printed, until Monday 3 June, teachers and test administrators should not:

- discuss the content of the test papers with anyone
- publish or discuss specific content that could compromise the test on social media or online
- use question specific information to prepare pupils for the tests
- leave unused test papers unsecured



This will help ensure the integrity, security and confidentiality of the tests is maintained for those schools administering the optional tests until the end of the assessment period, and so that no pupil has an advantage over another.

If administering under test conditions, to ensure the most valid results, you should not say or do anything during the tests which could be interpreted as giving pupils an advantage - for example, indicating that an answer is correct or incorrect, or suggesting the pupil look at an answer again.

## **7.2 Additional test materials**

If you do not have sufficient copies of the test materials, including mark schemes, you can download and print additional copies from the [PAG](#) from Wednesday 1 May.

If you require additional modified tests, you should contact the national curriculum assessments helpline on 0300 303 3013.

We encourage schools to follow the same security steps for keeping test materials secure with any additional test materials they download or receive - see section 5.

# **8. Administering the English reading test under test conditions**

## **8.1 Paper 1: combined reading prompt and answer booklet**

### **Format**

Paper 1 consists of a combined reading prompt and answer booklet. The test should take approximately 30 minutes to complete, but it is not strictly timed.

The paper includes some practice questions for you to use to introduce the contexts and question types to pupils. We suggest test administrators allow approximately 15 minutes before the test begins to go through the practice questions with pupils.

## **Equipment**

Each pupil will need a pen or pencil.

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

If it is normal classroom practice, pupils may use:

- monolingual English electronic spell checkers, provided they do not give definitions of words
- highlighter pens to highlight text

Pupils are not allowed to use a dictionary or thesaurus.

## **Assistance**

There is no specific hearing impairment guidance for this test but, if signing, be careful to ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is included in the modified test packs.

As the English reading tests are assessing reading skills, they should not be read to individuals or to a group, except for the practice page and practice questions.

If a pupil asks a question about test content, you should not explain any words or expressions.

The example below illustrates how to deal with a common situation:

Question: “I do not understand the question.”

Answer: “Read the question again and underline the key words that tell you what to do.”

## **8.2 Paper 2: reading booklet and reading answer booklet**

## **Format**

Paper 2 consists of a reading booklet and a separate reading answer booklet. All pupils should receive an unused reading booklet. Do not reuse reading booklets if you administer the test to groups of pupils at different times. The test should take approximately 40 minutes to complete, but it is not strictly timed.

There are no practice questions or lists of useful words provided in this paper.

In Paper 2 only, each question has a page number above it in brackets. This is the page in the reading prompt where the pupil can find the information they need to answer the question.

## **Equipment**

Each pupil will need a pen or pencil.

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

If it is normal classroom practice, pupils may use:

- monolingual English electronic spell checkers, provided they do not give definitions of words
- highlighter pens to highlight text

Pupils are not allowed to use a dictionary or thesaurus.

## **Assistance**

There is no specific hearing impairment guidance for this test but, if signing, be careful to ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is included in the modified test packs.

As the English reading tests are assessing reading skills, they should not be read to individuals or to a group, except for the general instructions.

If a pupil asks a question about test content, you should not explain any words or expressions.

The example below illustrates how to deal with a common situation:

Question: “I do not understand the question.”

Answer: “Read the question again and underline the key words that tell you what to do.”

## 9. Administering the mathematics test under test conditions

### 9.1 Mathematics Paper 1: arithmetic

#### Format

‘Paper 1: arithmetic’ consists of a single test paper. The test should take approximately 20 minutes to complete, but it is not strictly timed.

#### Equipment

Each pupil will need:

- a pen or pencil
- a ruler, showing centimetres and millimetres

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

Pupils may use highlighter pens to highlight text if this is normal classroom practice.

Pupils are not allowed:

- calculators
- number apparatus - for example, base ten materials or number squares

#### Assistance

There is no specific hearing impairment guidance for this test, but be careful if signing numbers, mathematical symbols and words. We recommend you do not

convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is included in the modified test packs.

If a pupil requests it, you may read a question to them on a one-to-one basis.

If reading to a pupil, you can read words and numbers but not mathematical symbols. This ensures pupils are not given an advantage by having the function inadvertently explained by reading its name.

The examples below illustrate how to deal with some common situations:

Question: "What does this sign here mean?"

Answer: "I cannot tell you, but think hard and try to remember. We can talk about it after the test."

Question: "Does this mean 'take away'?"

Answer: "I cannot tell you, but think hard and try to remember. We can talk about it after the test."

Question: "What does 'of' mean?" (If the question asks about an everyday word that has a mathematical meaning within the question - for example, 'What is half of 8?'.)

Answer: "I cannot tell you, but think hard and try to remember. We can talk about it after the test."

### **Guidance for specific questions**

There are 2 different types of working space in the paper for the pupils to use. Sometimes there is a blank working space and other times there is a grid. Pupils can use these spaces to show any working. A grid is included for questions where pupils are more likely to use a written method.

## **9.2 Mathematics Paper 2: reasoning**

## **Format**

'Paper 2: reasoning' consists of a single test paper. The test should take approximately 35 minutes to complete, but it is not strictly timed.

This paper has 2 sections, including:

- an aural section, starting with a practice question, followed by 5 aural questions which should take approximately 5 minutes
- a written section where pupils are presented with written questions, which should take approximately 30 minutes

## **Equipment**

Each pupil will need:

- a pen or pencil
- a sharp, dark pencil for mathematical drawing
- a ruler, showing centimetres and millimetres
- a mirror

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations:

- bilingual dictionaries or electronic translators
- bilingual word lists
- monolingual English electronic spell checkers

Pupils may use highlighter pens to highlight text if this is normal classroom practice.

Pupils are not allowed:

- calculators
- tracing paper
- number apparatus - for example, base ten materials or number squares

## **Assistance**

For pupils with a hearing impairment, be careful if signing numbers, mathematical symbols and words. Guidance on any specific words that should be signed in a

particular way are included in the standard test packs.

Guidance for administering the test to pupils with a visual impairment is included in the modified test packs.

If a pupil requests it, you may read a question to them on a one-to-one basis. You can also read from question 6 onwards in the written section if a pupil has difficulty in reading the questions for themselves.

If reading to a pupil, you can read words and numbers but not mathematical symbols. You may point to parts of the test paper such as charts, diagrams, statements and equations, but we recommend you do not explain the information or help the pupil by interpreting it. This ensures pupils are not given an advantage by having the function inadvertently explained by reading its name.

This example is taken from the 2016 sample KS1 mathematics 'Paper 2: reasoning':

Question 16: Sita cuts a pizza into four equal slices. She eats one slice. What fraction of the pizza does she eat?

You may explain words to help the pupil understand the context, such as 'pizza', 'cuts', 'slices', 'eats', or clarify that 'Sita' is a child's name. You should not explain any subject-specific vocabulary that might give the pupil an advantage, such as 'four', 'one', 'equal' or 'fraction'.

For Paper 2, there is an optional pupil aural script that you may provide to pupils to access this part of the test. We suggest you only use this if pupils need extra visual support to access the aural questions and you are confident it will not confuse them. We recommend that pupils use the script when listening to the aural questions read by the teacher. If you need to use this with any pupils, you can open the test administration instructions early to photocopy the transcript. Guidance on how to use this document is included in the test administration instructions in the test pack.

You should not explain subject-specific terminology, as an understanding of this is part of the assessment. If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context.

The examples below illustrate how to deal with some common situations:

Question: “What does ‘fraction’ mean?”

Answer: “I cannot tell you, but think hard and try to remember. We can talk about it after the test.”

Question: “What does ‘>’ or ‘<’ mean?”

Answer: “I cannot tell you, but think hard and try to remember. We can talk about it after the test.”

## **10. Administering the English grammar, punctuation and spelling test under test conditions**

### **10.1 English grammar, punctuation and spelling Paper 1: spelling**

#### **Format**

‘Paper 1: spelling’ consists of an answer booklet for pupils to complete and a test transcript for the test administrator to read. The transcript is included in the test pack. The test should take approximately 15 minutes to complete, but it is not strictly timed.

#### **Equipment**

Each pupil will need a pen or pencil.

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

Pupils may use highlighter pens to highlight text if this is normal classroom practice.



Pupils are not allowed:

- a dictionary or thesaurus
- electronic spell checkers
- bilingual word lists or electronic translators

### **Assistance**

There is no specific hearing impairment guidance for this test but, if signing, be careful to ensure you do not convey information that could give pupils an advantage. If you present this paper through sign language, you should not use fingerspelling.

Guidance for administering the test to pupils with a visual impairment is included in the modified test packs.

You should take care not to overemphasise spelling when reading out the words that pupils need to spell.

## **10.2 English grammar, punctuation and spelling Paper 2: questions**

### **Format**

'Paper 2: questions' consists of a single test paper. The test should take approximately 20 minutes to complete, but it is not strictly timed.

### **Equipment**

Each pupil will need a pen or pencil.

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

Pupils may use highlighter pens to highlight text if this is normal classroom practice.

Pupils are not allowed:

- a dictionary or thesaurus
- electronic spell checkers
- bilingual word lists or electronic translators

## Assistance

There is no specific hearing impairment guidance for this test but, if signing, be careful to ensure you do not convey information that could give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is included in the modified test packs.

If a pupil requests it, you may read a question to them on a one-to-one basis.

You should not explain subject-specific terminology, as an understanding of this is part of the assessment. If any word in a question is unfamiliar to pupils, you may explain it or show them objects or pictures to help them understand. You should not give alternative explanations - for example, explain 'commands' as 'instructions' or name punctuation.

This example is taken from the 2016 sample KS1 English grammar, punctuation and spelling 'Paper 2: questions':

Question 3: Tick one box to show where a comma should go in the sentence below.

Aisha found some red blue and purple beads in the box.

You can explain words to help the pupil understand the context and instructions, such as 'tick', 'beads', 'box', or clarify that 'Aisha' is a child's name. You should not explain any subject-specific vocabulary that might give the pupil an advantage, such as 'comma'. You should not identify people's names in questions by asking which word requires a capital letter or why a capital letter is needed.

[Notes for readers in the English grammar, punctuation and spelling tests](#) give examples of how to read particular types of questions in Paper 2.

The examples below illustrate how to deal with some common situations:

Question: "I do not understand the question."

Answer: "Read the question again and underline the key words that tell you

what to do.”

Question: “What does ‘adverb’ mean?”

Answer: “I cannot tell you, but think hard and try to remember. We can talk about it after the test.”

# 11. Problems or queries during test administration

## 11.1 Dealing with issues during the tests

It is impossible to plan for every scenario. Whatever action you take, pupil safety and wellbeing should always be your first consideration. This section provides guidance on what to do in certain situations under test conditions. If any unexpected situations occur during a test, we suggest you brief your headteacher on how the incident was dealt with once the test is over.

### **If a fire alarm goes off**

Stop the test and note the time. Evacuate the room following school procedures. We suggest pupils are supervised at all times to ensure they do not talk about the test. The test papers should be left in the test room.

Once safe, pupils may continue with the test using an appropriate amount of time.

### **If a pupil is unwell**

If you have reason to believe a pupil is feeling unwell or is not in a fit state to take the test, we suggest you do not administer the test to that pupil. The school could administer the test later in the day, when the pupil is feeling better, or on a different day.

If a pupil becomes unwell during a test, stop the test for the individual pupil and note the time. After a rest break, if the pupil is well enough, allow them an appropriate amount of time to continue the test. The test should be completed on the same day.

However, if the pupil is too ill to continue and they have not seen the questions later in the paper, you may consider completing the remainder of the test with them on another day. We recommend the incomplete test paper be stored securely until the pupil is well enough to complete it.

If the test script is spoiled, give the pupil a new one to continue. A member of staff should make a transcript by copying the answers from the spoiled test script onto the new test paper. You should do this once the pupil has completed the test and is still under test conditions. If the test script is unreadable, ask the pupil for their answers at the end of the test and record them in a different colour on the new test paper.

If other pupils have been disturbed, you may stop the test for all the pupils in the room. Make a note of the time to ensure pupils receive an appropriate amount of time to complete the test. If necessary, move the pupils to another room.

In the case of pupils who live in the same household, if one pupil is absent on the day of a test but other pupils from the same household are in school (and the school intends to administer the test to those pupils), we suggest the school consider delaying the test for all the pupils in the household. This ensures the integrity, security and confidentiality of the test is maintained. We recommend the school ensures the pupils do not have any opportunity to discuss test content with pupils who have already taken the test.

### **If a pupil needs to leave the test room**

We recommend that pupils taking the tests are supervised at all times. If a pupil needs to leave the test room, we suggest a test administrator accompanies them.

When deciding on the number of test administrators needed to maintain adequate supervision during a test, you may wish to consider the possibility that at least one test administrator might need to leave the room with a pupil.

### **If a pupil is cheating**

If you identify a pupil as having cheated, we recommend you record the details, including:

- the pupil's name
- the name of the test
- any specific questions in which the pupil was advantaged by cheating

When marking the tests, you should make appropriate adjustments to the pupil's raw

score.

### **If a pupil is disruptive**

If a pupil's behaviour is disturbing other pupils, stop the test, note the time and remove the pupil. Give the other pupils a few moments to refocus and then continue the test with the appropriate amount of time remaining. You can decide whether to continue the test with the disruptive pupil later.

### **If test papers are incorrectly collated or the print is illegible**

Stop the test for the affected pupils, making a note of the time, and tell them you will organise replacement papers. The pupils should not discuss the test content while the replacement papers are being arranged. Once the replacements are provided, give the affected pupils an appropriate amount of time to complete the remainder of the test. Pupils should not be allowed to start the test again.

Schools receive additional copies of each test paper. If there are insufficient additional copies, you can photocopy test papers or download and print a copy from the [PAG](#). You should be careful to ensure no pages are omitted or duplicated when photocopying the papers.

### **If a pupil asks for additional paper**

The test papers and answer booklets have been designed so most pupils will have enough room to record their answers. You may give pupils additional paper if they need more space for their answers.

### **Transcribing test scripts**

If it is difficult to read a pupil's writing when marking their test script, or to use it as evidence for teacher assessment, schools should consider making a transcript of the pupil's answers - see section 2.5 of the [optional KS1 tests: access arrangements guidance](#).

## **12. After the tests**

We encourage schools to ensure that completed test scripts are stored securely and accessible for marking. Mark schemes will be available on the [PAG](#) from Wednesday 1 May. We recommend downloaded or printed copies of the mark

schemes are kept secure along with all other test materials until Monday 3 June.

We recommend that mark schemes are not printed until after all pupils have taken the tests. If you download mark schemes before all pupils have taken the tests - for example, in a large school where tests have been administered to one class under test conditions but not another - you should not discuss their content or use them to prepare pupils who have not taken the tests.

## 12.1 Marking

We will make mark schemes available on the [PAG](#) on Wednesday 1 May.

We recommend that the optional KS1 tests are marked by a member of staff familiar with the pupil, as marking requires professional judgement about which responses are correct.

We suggest test administrators ensure no changes are made to pupils' answers following the test. Pupils' completed scripts can be marked away from school, but we recommend appropriate security arrangements are in place to maintain the integrity, security and confidentiality of the test content and pupil data.

We recommend markers familiarise themselves with the mark schemes, which explain how to mark the tests. We encourage markers to apply mark schemes accurately and consistently. If a pupil's response does not match the mark scheme, we suggest markers use their professional judgement.

We recommend that the marks awarded for each question are noted in the mark box provided on the test papers. The total mark for each paper should be calculated and carefully recorded on the front of the test paper, in the box provided. This is the raw score for the paper.

The total raw score for each subject should be calculated by adding together the raw scores for the 2 papers per subject. This total raw score can then be converted to a scaled score using the raw score to scaled score conversion tables, which will be available for schools to download from the PAG on Thursday 16 May, and published on [GOV.UK](#) on Monday 3 June.

### **Moderation of marking**

We recommend that schools undertake internal moderation to ensure the marking of

the optional KS1 tests is accurate and consistent. Where there is more than one year 2 class in a school, colleagues should check each other's marking. If schools are in a federation, an academy chain, a multi-academy trust or have relationships with other schools, they may consider organising cross-school moderation of test marking.

We recommend that appropriate security arrangements are in place during the entire test administration window, including when transporting test materials to another location to take part in moderation of marking.

## **12.2 Compensatory marks for spelling**

Compensatory marks are available for the spelling paper of the English grammar, punctuation and spelling test.

They may be awarded to pupils who have a profound hearing impairment and who:

- do not lip read or use a signing system
- can only use fingerspelling signing

Raw scores from both English grammar, punctuation and spelling papers are needed to give an overall scaled score for the test. Compensatory marks allow pupils who cannot access the spelling paper to receive an overall test outcome for the English grammar, punctuation and spelling test.

Schools need to add the compensatory mark for 'Paper 1: spelling' to the raw score from 'Paper 2: questions' before converting the overall raw score to a scaled score.

A compensatory mark for the spelling test will be available for schools to download from the PAG on Thursday 16 May.

## **12.3 Special consideration**

A pupil's performance may be affected by extremely distressing circumstances at the time of the test. We recommend headteachers ensure that pupils are in a fit physical and mental state to take the test. Where appropriate and necessary, they can arrange for the pupil to take the test on another day in May.

When the optional KS1 tests are administered, they should be marked in accordance with the mark schemes. However, when making overall teacher assessment judgements, the circumstances and context surrounding the test outcomes also need to be considered.

## **12.4 Using the raw score to scaled score conversion tables**

Raw score to scaled score conversion tables will be available to download from the PAG on Thursday 16 May. We will also publish them on [GOV.UK](https://www.gov.uk) on Monday 3 June. Teachers can use these tables to convert the total raw scores to scaled scores. The scaled scores will show whether pupils have met the expected standard in the tests.

## **12.5 Using scaled scores to inform teacher assessment**

Teachers may use the results from the optional KS1 tests alongside the other evidence they have gathered throughout the year, when making teacher assessment judgements. Schools will need to judge how a pupil's scaled score influences their final teacher assessment judgement.

A scaled score of 100 will always represent the expected standard of the test, but schools should ensure pupils can meet the 'pupil can' statements before awarding the relevant standard. We will not provide scores for 'working towards the expected standard' or 'working at greater depth'.

# **13. Further information**

## **13.1 General enquiries**

For general enquiries about test administration, call the national curriculum



## 13.2 Message us

For queries relating to access arrangements to meet a pupil's specific needs, schools can use the 'Message us – access arrangements' form on the [PAG](#).

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